

# ON A LEVEL PLAYING FIELD

## VOLUME ONE: SERIES INTRODUCTION

### TEACHER'S GUIDE

**Volume One** (65 minutes) consists of two parts.

**Part One: Arguing for an Argument** (28 min.) sets up the theories, basic scientific tools for analyzing theories (logic and scientific method), goals of the series, and presents the case for a testing of both theories using sound science.

**Part Two: Argument and Debate** (37 min.) presents a brief history of both theories, explains the spectrum of Evolution and Creation theories, and has a Naturalistic Evolutionist and Young-Earth Creationist debate the basic elements of their theories.

**Preparation:** Prepare DVD player and TV with DVD, download from the CD-Rom, review, print and copy pdfs. Make enough copies of the viewing and discussion guides for your students. The following printouts are on the CD-Rom and are also available at [www.catacombfilms.com/pdfs.html](http://www.catacombfilms.com/pdfs.html) if the CD-Rom is unavailable.

- 📄 Part One Viewing Guide (2 pages, 35 questions)
- 📄 **Part One Viewing Guide Answer Key**
- 📄 Part Two Viewing Guide (2 pages, 34 questions)
- 📄 **Part Two Viewing Guide Answer Key**
- 📄 Part One Discussion Guide (2 pages, 21 questions)
- 📄 Part Two Discussion Guide (3 pages, 20 questions)
- 📄 Teacher's Guide (2 pages)
- 📄 Check online for more resources

**40-50 minute period:** Day One: Pass out the viewing guide for Part One to fill in while they watch the segment. Discuss the video and/or give them the discussion guide to complete during the remainder of class time and as homework. Day Two: Show Part Two and pass out the corresponding viewing guide. After the video, discuss and/or pass out discussion guide for Part Two. Day Three: Discuss both videos and have them turn in their discussion guides. Depending upon interest and relevance, a fourth day may be added.

#### DISCUSSION QUESTIONS:

Should you examine both major theories (Evolution & Creation) in the public science classroom?

"A fair result can be obtained only by fully stating and balancing the facts and arguments on both sides of each question..."  
- Sir Charles Darwin

"The first to present his case seems right, till another comes forward and questions him."  
King Solomon, The Bible

**80-90 minute blocks:** Show both parts in one class with a short discussion between them. If this is the case, you can skip one or both discussion guides. For best results and to check comprehension, have an open discussion after both parts are complete.

**Discussion:** After viewing Volume One, discuss how this video affects the classes area of science. What are the debates in biology / earth science / physics that involve the issue of origins? You will have strong opinions from students about this topic. Explain to them that while the scientific theories regarding origins are very controversial,

#### EDUCATIONAL GOALS OF THE SERIES

##### GOAL 1

DEBATE WILL UTILIZE CRITICAL THINKING, COMPARE & CONTRAST, & ANALYTICAL SKILLS.

##### GOAL 2

ENGAGEMENT WILL HELP STUDENTS TO CONSUME AND DIGEST THE AREAS OF SCIENCE THAT ARE EXPLORED.

##### GOAL 3

TESTING IS A KEY PART OF SCIENCE AND CANNOT PROVE THE TRUTH WRONG. IT ONLY SERVES TO BETTER REVEAL THE TRUTH.

##### GOAL 4

DEEPER UNDERSTANDING OF OTHER THEORIES AND APPRECIATION FOR PEOPLE WITH DIVERSE OPINIONS.

the practical science that will be 80-90% of your class is agreed to by all sides and is not controversial. This is the science that you will be teaching, exploring and experimenting with. If the class can handle it and respect each other, then the class will have special debates where they can use what they've learned in class to debate origins.

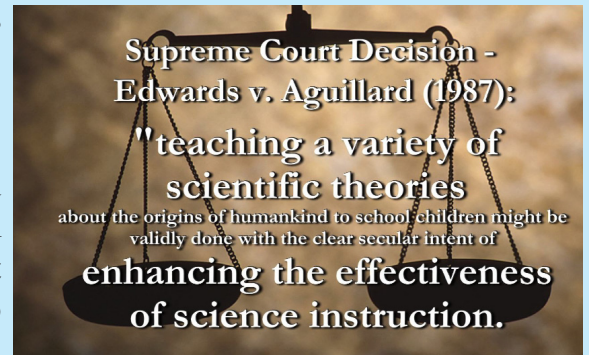
**Grading:** The viewing guides have between 34-35 questions each. A simple way to grade this is at 3 points a correct question, or you can give it a completion grade. Answer keys for the viewing guides can be downloaded from our website. A suggested goal is for AP classes to have each student fill out their own. For general ed students, you may group them by three or fours and allow them to complete it as a group. For special education students, you can put them with general ed groups or you can modify and only require them to complete a percentage of the work based on their modifications. Discussion guides have around 20 questions which makes them all worth 5 points each. You can grade these based upon your stated expectations, or simply give them a completion grade.



**Debate Suggestions:** If you choose to hold debates as a way of reviewing material or a reward, talk to the speech and debate teacher for ideas and procedures for a lively but controlled debate. State clearly that students will be limited to the topics that you choose. Their job is to support their chosen theory and arguments with the science that you present in class (this may even encourage extra note taking by some!) and in their textbooks. Have students not debating judge the debate on how well the debaters used solid science, logic and reasoning to support their position.

**Controversy Suggestions:** If concerned about the controversy that this video may cause, you may want to send home permission slips (though not rated, the video is equivalent to a G or at worse a PG rating), and/or show it to one of your more behaved classes and see if their reaction is acceptable and worth repeating.

**Substitute Suggestions:** This video makes great sub work. Have your substitute show the video and pass out the selected guides. When you return you will have one lively discussion and an engaged classroom full of motivated scientists. Don't expect the substitute to hold a discussion. Be prepared to lead the discussion upon your return.



**Further Research:** See our Links page for an evolving set of links regarding each theory. A good start is to use these links to research each theory to get the basic gist.

**Questions / Comments:** If you have any questions for the producers of this series, please let us know. We would love to know what worked, and what didn't. We are currently in pre-production for Volumes 2-8 and will try to implement any suggestions and comments that we receive. Online is a Question and Answer page that will be updated as questions are received and answered. We will pass on any successful tips, lessons, worksheets, or suggestions made by teachers like, and maybe including, you.

**Website:** [www.catacombfilms.com](http://www.catacombfilms.com)